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with exceptional ability in a three-days' speech in the United States senate.

His history of slavery was written during his term as senator but was never completed, death overtaking him before the task had been finished. The preparation and publication of the manuscript in its incomplete form was entrusted to the late Senator Money who, owing to defective eyesight, never carried out the author's plans. An imperfect typewritten copy was finally turned over to a relative, the Rev. Wm. H. Leavell, now minister to Guatemala, by whom it was edited and arranged for publication.

The work covers the history of slavery from its introduction in the American colonies to the adoption of the fifteenth amendment. As the title indicates, it is mainly a political history and is to a large extent merely a summary of the debates in the Philadelphia convention and in congress on the various questions relating to slavery which arose from time to time. Elliot's *Debates* and the *Congressional record* are almost the only sources of information cited by the author, although in the earlier part of the work there is an occasional reference to Bancroft's history. Senator George's history is therefore somewhat dry and uninteresting, largely because of the extensive quotations from the debates.

It can hardly be said that the work adds anything to our knowledge of the political history of slavery, yet the author's reviews and summaries of the opinions of the leaders in the Philadelphia convention and in congress, to which he adds his own comment now and then, may lighten the burden of the student who wants information of this kind. Naturally, his point of view is that of a states' rights democrat, and the cause of the South is defended with considerable ability. An appendix of more than fifty pages contains the very able report which he made on behalf of the minority of the judiciary committee, on the constitutional questions involved in the bill to provide for inquests under national authority.

JAMES W. GARNER

The education of the negro prior to 1861. A history of the education of the colored people of the United States from the beginning of slavery to the civil war. By C. G. Woodson, Ph. D. (Harvard) (New York and London: G. P. Putnam's Sons, 1915. 454 p. \$2.00 net)

The author of this book exhibits what is coming to be a common phenomenon in historical writing, a combination of modern scientific method with the bias of ancient prejudice. Thinking of slavery makes him angry; and in his anxiety to get a shot at the hateful institution, he falls into a morass of contradictions. The value of the work, however, is not greatly injured by this, for the bias and the flag-waving are confined

mainly to sweeping general statements, while the facts discovered are stated fairly and accurately.

The scope of the work is sufficiently comprehensive and the author covers his field well. His aim is to trace the development of education among the negroes from their appearance in America to 1861. He first gives a useful and comprehensive history of the education of the negro during the colonial period, followed by an adequate estimate of the influence of religion and of the "rights of man" philosophy upon negro education. Next come studies of the reactionary influences introduced by the industrial revolution, of the development of cotton production, and of the rise of abolition agitation; and finally a comparison of conditions — North and South.

The triumph of natural feeling over facts is shown in the following quotations: After the industrial revolution the "rich planters not only thought it unwise to educate men thus destined to live on a plane with beasts but considered it more profitable to work a slave to death during seven years and buy another in his stead than to teach and humanize him with a view to increasing his efficiency" (p. 8). "Reduced thus to the plane of beasts, where they remained for generations, negroes developed bad traits which, since their emancipation, have been removed only with great difficulty" (p. 12). "To prevent the slaves from co-operating to rise against their masters, they were often taught to mistreat and malign one another to keep alive a feeling of hatred. The bad traits of the American Negroes resulted then not from an instinct common to the natives of Africa, but from the institutions of the South and from the actual teachings of the slaves to be low and depraved that they might never develop sufficient strength to become a powerful element in society" (p. 200). And as a very proper conclusion we have this hoary proposition: "It was the liberated negroes themselves who during the Reconstruction gave the Southern States their first effective system of public schools" (p. 17).

But frequently there is conflict between feeling and carefully cultivated fairness as to facts which results in contradictory conclusions, such as: The masters did not want their slaves educated because they would then be less easily controlled; they wanted them educated because they were then more valuable and more firmly attached to the master; legislation against the teaching of negroes was designed to reduce them to the level of beasts; this legislation was aimed mainly at trouble-making outsiders, and there was much "winking at the teaching of negroes in defiance of the law and a better day for their education brightened in certain parts of the South about the middle of the nineteenth century." Probably these contradictions result from too frequent attempts to generalize, interpret, and explain laws, statistics, and tendencies of unlike situations and widely separated times.

There are good discussions of the reasons given by the whites for the education of negro slaves: first, it was done for the purpose of making it

possible to christianize them; next, under the influence of revolutionary doctrines, they were to be "fitted for citizenship," but later, it was rather to prepare them for colonization abroad; during the reactionary period it was believed that religious instruction only should be given; while a little later it was argued that education increased the value and attachment of the slave.

Much of the incidental discussion is of interest and also of value. It is evident, for example, that until late the views of North and South were on this matter much the same. A large migration of negroes from the South to a northern community always dampened there the ardor of the latter for the education of the negro. Only gradually was the opposition in the North relaxed enough to admit the negroes to public schools. In some places where there was an aristocratic prejudice against public schools, negro parents were found who strongly objected to being forced to send their children to the democratic free schools; they preferred the more aristocratic pay school. North as well as South, it was the lower industrial class of whites who objected to negro education; and in the North all attempts at industrial training failed because of this opposition.

Most of the work relates to the education of free negroes or of slaves who were later emancipated because only for free negroes are statistics available. But there are interesting accounts of how individual slaves secured education. Some were taught by master, mistress, or their children; some by their white fathers; some in schools; and some secretly by one another; a few by the churches which needed negro preachers, or by masters who needed them in business. The many instances mentioned show that it was not difficult for the house slaves to get the beginnings of an education.

It is not difficult to form an estimate of the number of literate free negroes. In 1850 about 345,000 free negroes were reported literate, and in 1860 about 400,000. But during the same period the number of negroes in the South regularly attending school decreased; there were 4,354 in school in 1850 and ten years later there were only 3,651. The tendency was for the educated southern negro to migrate to the North; this was especially true during the period 1850-1860. The author thinks that as late as 1840 there were more educated blacks in the South than in the North.

As to the literate slaves it is impossible to secure definite statistics. Woodson comes to the conclusion that about ten per cent of all negro adults were able to read. Other authorities have suggested that fifteen to sixteen per cent had some little learning. Therefore the slaves who could read numbered between one per cent and six per cent, not a very definite conclusion. It is certain only that at the end of the civil war

there was quite a number of negroes with more or less education even in the South, and probably a larger number in the North.

A comprehensive bibliography is appended to the work, and there is throughout evidence that Mr. Woodson has made extensive research. In spite of the defects mentioned above it will never be necessary for any one to do this work again.

W. L. F.

The American Navy. By Rear-Admiral French E. Chadwick (U. S. N., Retired). [The American books.] (Garden City, New York: Doubleday, Page and Company, 1915. 284 p. \$.60 net)

This little volume sketches the history of the American navy with special reference to its accomplishments in the wars in which the United States has been engaged. In its proportions the survey emphasizes the period from 1775 to 1815, two-thirds of the volume having been assigned to these years. In the seven chapters on the American revolution his indebtedness to Gardner W. Allen's *A naval history of the revolution* and to Oscar C. Paullin's *The navy of the American revolution* is apparent. The civil war era is covered hastily, no attempt being made to describe or even list any except the more important naval engagements. The author suggests, however, that the part of the navy in the civil war has been greatly underestimated. The reader's expectations are disappointed on finding that the period since 1882, "the birthday of our navy of today," is covered in twenty-five pages and that the discussion of present naval issues is accomplished in very little more than three pages. This is ground on which the first-hand information of Rear-Admiral Chadwick might have thrown important light.

A. C. C.

The Panama canal; comprising its history and construction, and its relation to the navy, international law and commerce. By Reuben E. Bakenhus, S.B., corps of civil engineers, United States Navy, public works officer, navy yard, Boston, formerly assistant in civil engineering, Massachusetts Institute of Technology; Harry S. Knapp, captain United States Navy, formerly member Naval War College staff; Emory R. Johnson, Ph.D., Sc.D., professor of transportation and commerce, University of Pennsylvania, member of public service commission of Pennsylvania, special commissioner on Panama canal traffic and tolls, 1911-1913. (New York: John Wiley and Sons; London: Chapman and Hall, 1915. 257 p. \$2.50)

"The articles which have been gathered under one cover to form this book were originally published in the Proceedings of the United States Naval Institute." According to the authors, this assemblage of articles